

ST MATTHEW'S PRIMARY SCHOOL

"To Seek Truth"



At St Matthew's we aim to foster a love of learning through asking questions, investigating scenarios, reflecting on our learning, providing feedback and challenging ourselves as we apply new learning. Collectively we build on the learning that takes place from the year before so as to deepen our students' understanding of topics and essential skills. Each term, students take part in unpacking a BIG QUESTION or STATEMENT where they can practice those skills of being a lifelong learner. Throughout term 1, all students will be unpacking a BIG QUESTION or STATEMENT around Wellbeing and Being an active Citizen.

TERM 1 OUTLINE, 2021						
Prep (Foundation)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Big Question and Understandings						
<p>How can I stay healthy and safe?</p> <ul style="list-style-type: none"> *How can I keep myself safe? * How can I keep myself healthy? * What emotions do I feel each day? *How can we love others like God loves us? * How am I growing and Changing? 	<p>How can we make our classroom a safer place?</p> <ul style="list-style-type: none"> * What are the school rules and how can I describe them? * How does what I am good at help me to be me? * How can I include others and help them feel like they belong? * How can the way I react to something make someone else feel? *How does prayer contribute to our spiritual wellbeing? 	<p>How can we make our school a safer place?</p> <ul style="list-style-type: none"> * How can messages in the media affect our decisions about being physically and mentally healthy? * How do our actions and decisions contribute to creating a safe and inclusive environment? * How do we recognise our feelings when we feel physically, mentally and spiritually healthy? * How can I recognise which strategies can keep me healthy and safe? * How is Jesus a role model for creating a community that accepts everyone? 	<p>I am a team player... or am I?</p> <ul style="list-style-type: none"> * How can I recognise strategies for managing change? * How does meeting challenges build our sense of community? * How can decisions be made democratically (<i>for the good of all</i>)? * How are rules important? * How can we actively participate in our school community? 	<p>How does belonging to a community make me healthy and safe?</p> <ul style="list-style-type: none"> * How can emotional responses vary and how do these help me to understand how to interact positively with others? * How am I connected to my community and how do these connections promote health and wellbeing? * How do health messages influence healthy and safe choices? * What is the role of local government and how does local government promote health and wellbeing? * How do rules and laws differ? 	<p>How can I make a difference?</p> <ul style="list-style-type: none"> * How can I plan and practice strategies to promote health, safety and wellbeing? * What is a Democracy? * What are the values that underpin Australia's democracy * What does it mean to be an Australian citizen and how can people participate as global citizens? * How can people participate effectively in groups to achieve shared goals? * How can we identify possible solutions to an issue as part of a plan for action. 	<p>How can I contribute as a responsible citizen?</p> <ul style="list-style-type: none"> * What is the purpose of key institutions and levels of government in Australia's democracy. * Why is the electoral process important? * How do different roles in Australia's legal system and in parliament contribute to creating laws? * What are contemporary issues and how can we use evidence to support a point of view about civics and citizenship issues?
Religious Education						
<p>Students will learn to make the Sign of the Cross as part of exploring simple prayer. They will interpret why people pray and reflect on Jesus and the relationship Christians have with God and each other.</p>	<p>Students will explore key elements and purposes of personal and communal prayer forms. They will interpret the significance of the sacred and sacred places and will reflect on various ways people can have a relationship with God.</p>	<p>Students will explore the significance of some key figures in the local parish and the wider Church. They will interpret the contribution of key figures in shaping the Church and reflect on what it means to be a member of a parish and school community.</p>	<p>Students will explore the role of Mary and discipleship in the early Church . They will interpret the meaning and importance of Mary and discipleship for the Church today and will reflect on the present parish community and ways it enables discipleship.</p>	<p>Students will explore connections between the family, local parish, the Archdiocese and the papacy. They will interpret key figures from church history through their contribution to the development and growth of the Church and will reflect on a sense of belonging to the Church and/or school community and plan ways to Contribute.</p>	<p>Students will explore the significance of being 'Church'. They will interpret what it means to belong to the Catholic Church or other faith communities and will - reflect on the roles and responsibilities in building a just community.</p>	<p>Students explore the Christian concept of justice in relation to community issues. They will interpret ways political and personal choices impact community life and will reflect on ways they can participate responsibly and contribute ethically to the local and faith community.</p>

English						
<p>Reading and Viewing</p> <ul style="list-style-type: none"> - texts are made up of words and groups of words - look at how books, film and simple digital text work - Retelling events from a story 	<p>Reading and Viewing</p> <ul style="list-style-type: none"> - purpose and structure of texts - concepts about print (content age, headings etc) - short vowels, common vowels, blends 	<p>Reading and Viewing</p> <ul style="list-style-type: none"> - select texts for a range of purposes - interpret and analyse information and ideas - Analyse strategies authors use to influence readers 	<p>Reading and Viewing</p> <ul style="list-style-type: none"> - text to self and text to world connections 	<p>Reading and Viewing</p> <ul style="list-style-type: none"> - identify features in imaginative, informative and persuasive texts - quoted speech and indirect speech - literal and inferred meaning 	<p>Reading and Viewing</p> <ul style="list-style-type: none"> - identify historical, cultural and social contexts in texts - structural features of historical, cultural and social contexts in texts - various comprehension strategies 	<p>Reading and Viewing</p> <ul style="list-style-type: none"> - interpret, analyse and compare information and ideas
<p>Writing</p> <ul style="list-style-type: none"> - sounds in English language are represented by upper and lower case letters -create short texts to record ideas 	<p>Writing</p> <ul style="list-style-type: none"> - explore different types of punctuation - recreate texts imaginatively using drawing, writing and performance 	<p>Writing</p> <ul style="list-style-type: none"> - create short, imaginative, informative and persuasive texts 	<p>Writing</p> <ul style="list-style-type: none"> -paragraphs -re-reading and editing skills 	<p>Writing</p> <ul style="list-style-type: none"> - plan, draft and publish imaginative, informative, persuasive texts 	<p>Writing</p> <ul style="list-style-type: none"> - use vocabulary to express greater meaning - recognise and write less familiar words 	<p>Writing</p> <ul style="list-style-type: none"> - use of cohesive links - expand and sharpen ideas - plan, draft and publish imaginative, informative and persuasive texts
<p>Speaking and Listening</p> <ul style="list-style-type: none"> - language can be expired to express needs, likes and dislikes - conversational skills eg turn taking when speaking 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> - using formal and informal language in appropriate context - conversation discussions - make short presentations 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> - choosing vocabulary to match audience and purpose - listen for specific purposes including instructions 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> - discussing characters, events and settings in texts - conversational skills for various situations 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> - listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> - discussing different perspectives and points of view 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> - participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions
Mathematics						
<p>Number</p> <ul style="list-style-type: none"> * Connect number names numerals and quantities including zero up to 10 and beyond * Adding and subtracting small groups of numbers 	<p>Number</p> <ul style="list-style-type: none"> * Number sequences to and from 100 and beyond by ones from any starting point.Skip count by twos, fives and tens starting from zero. * Locate numbers on a number line * place value units. * simple addition and subtraction problems 	<p>Number</p> <ul style="list-style-type: none"> * Numbers going beyond 100. * Understand the connection between addition and subtraction. * Understand that three-digit numbers are comprised of hundreds, tens and ones/units. 	<p>Properties of Whole Numbers</p> <ul style="list-style-type: none"> * number sequences of 2,3,5 and 10 * Odd or even numbers * Recognise, model, represent, apply and order numbers to at least 10 000 	<p>Properties of Whole Numbers</p> <ul style="list-style-type: none"> * number sequences of 3,4,6,7,8 and 9 * properties of odd and even numbers * Apply place value to partition, rearrange and regroup numbers to at least tens of thousands 	<p>Properties of Whole Numbers</p> <ul style="list-style-type: none"> * properties of odd and even numbers * Recognise, represent and order numbers to at least hundreds of thousands * Identify and describe factors and multiples of whole numbers and use them to solve problems 	<p>Properties of Whole Numbers</p> <ul style="list-style-type: none"> * Identify and describe properties of prime, composite, square and triangular numbers * Investigate and use the properties of odd and even numbers * Identify and describe factors and multiples of whole numbers and use them to solve problems
<p>Measurement (weight & capacity) -Language of “which is longer, heavier or holds more”</p> <p>Money - Represent simple, everyday financial situations involving money</p>	<p>Measurement (weight and capacity) -Measure and compare the lengths, masses and capacities of pairs of objects using uniform informal units</p> <p>Shape</p> <ul style="list-style-type: none"> * 2D and 3D Shape 	<p>Measurement (length) - Compare and order several shapes and objects based on length, area, volume and capacity</p> <p>Shape</p> <ul style="list-style-type: none"> *2D and 3D Shape 	<p>Chance</p> <ul style="list-style-type: none"> * Conduct chance experiments, identify and describe possible outcomes 	<p>Chance</p> <ul style="list-style-type: none"> * Describe and identify possible everyday events and order their chances of occurring 	<p>Chance</p> <ul style="list-style-type: none"> * List outcomes of chance experiments involving equally likely outcomes * Recognise that probabilities range from 0 to 1 	<p>Chance</p> <ul style="list-style-type: none"> * Describe probabilities using fractions, decimals and percentages * Conduct chance experiments with both small and large numbers of trials using appropriate digital technologies

Physical Education and The Arts

Physical Education

Learning Through Movement * Follow rules when participating in physical activities * Cooperate with others when participating in physical activities	Learning Through Movement Identify rules and fair play when creating and participating in physical activities	Learning Through Movement Apply basic rules and scoring systems, and demonstrate fair play when participating	Learning Through Movement Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities
	Moving The Body Perform fundamental movement skills in different movement situations in indoor, outdoor	Moving The Body Practise and refine fundamental movement skills in different movement situations in indoor, outdoor	Moving The Body Perform a variety of movement sequences

Italian

- Interact with the teacher and peers to greet, to introduce themselves, and to name and describe favourite things, friends, family members and special talents, through action-related talk and play -Participate in classroom routines, games, instructions and shared activities	- Interact and socialise with the teacher and peers to exchange personal information and describe people, places, things and everyday routines relating to self, school and home -Participate in collaborative action in class experiences and activities	- Interact to share interests, leisure activities, feelings, opinions and preferences -Notice and use distinctive features of text organisation in Italian
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Visual Arts

- Experiment with different materials and techniques to make artworks - Respond to visual artworks and consider where and why people make visual artworks	-Experiment with different materials, techniques and processes to make artworks in a range of art forms -Respond to visual artworks, including artworks by local Aboriginal and Torres Strait Islander peoples, by describing subject matter and ideas	-Explore visual conventions and use materials, techniques and technologies and processes specific to particular art forms, and to make artworks -Identify and discuss how ideas are expressed in artworks from a range of places, times and cultures, including artworks by Aboriginal and Torres Strait Islander peoples	-Select and apply visual conventions, materials, techniques, technologies and processes specific to different art forms when making artworks -Identify and describe how ideas are expressed in artworks by comparing artworks from different contemporary, historical and cultural contexts, including artworks by Aboriginal and Torres Strait Islander peoples
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Digital Technology

<ul style="list-style-type: none"> • Cyber Safety • Keeping personal information safe • Safely using different online platforms 	<ul style="list-style-type: none"> • Managing use of personal information using different online platforms • Individually plan, create and communicate ideas to be published online using ethical and social protocols 	<ul style="list-style-type: none"> • Managing use of personal information using different online platforms • In groups, plan, create and communicate ideas to be published online using ethical and social protocols
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Library

Identify some features of texts including events and characters and retell events from a text	Describe some differences between imaginative and informative texts and identify the audience of imaginative, informative and texts	Discuss the characters and settings of different texts and explore how language is used to present these features in different ways	Discuss the characters and settings of different texts and explore how language is used to present these features in different ways	Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques	Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses	Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts
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Music

- sound and silence and ways of using voice and movement. - use of voice and instruments through chants and rhymes. - high and low pitch sounds	- explore musical ideas using voice, movement and body percussion -Sing and play instruments to improvise, compose and practise chants, songs,rhymes (yr 1) and patterns (yr2) -Rehearse and perform songs and instrumental music	- explore pitch, rhythm/time and form, using voice, movement and instruments - use voice and instruments to sing, play and arrange music. Identify features of the music they listen to, compose and perform.	- Learn four guitar chords and - single string melodies. - explore pitch, rhythm/time and form using voice and instruments - rehearse, perform and communicate songs and instrumental music they have learnt	- rehearse, perform and communicate songs and instrumental music they have learnt - aspects of the elements of music are combined to communicate ideas, concepts and feelings	- rehearse, perform and communicate songs and instrumental music they have learnt - aspects of the elements of music are combined to communicate ideas, concepts and feelings - technical skills and use of expressive elements of music in singing improvising.
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